

ISTEP+
Extended Response
Writing Applications Rubrics
Grades 6–12

ISTEP+ Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 4

A Score Point 4 paper represents a solid performance. It fully accomplishes the task.

IDEAS AND CONTENT

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it:

- Present a unifying theme or main idea without going off on tangents?
- Stay focused on topic and task?

Does the writing sample include many relevant ideas? Does it:

- Provide ample information and more than adequate supporting details that are developed?
- Explore many facets of the topic?

ORGANIZATION

Are the ideas in the writing sample organized logically? Does the writing:

- Present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?
- Progress in an order that enhances meaning of text?
- Include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)

STYLE

Does the writing sample exhibit very good word usage? Does it:

- Include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?
- Demonstrate control of vocabulary?

Does the writing sample demonstrate very good writing technique?

- Is the writing very fluent?
- Does it include varied sentence patterns including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

VOICE

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it:

- Exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- Demonstrate a sense of audience?
- Exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

ISTEP+ Extended Response Writing Applications Rubric

Grades 6–12

SCORE POINT 3

A Score Point 3 paper represents a good performance. It accomplishes the task but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

IDEAS AND CONTENT

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it:

- Present a unifying theme or main idea? (Writing may include minor tangents.)
- Stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it:

- Include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- Explore some facets of the topic?

ORGANIZATION

Are the ideas in the writing sample organized logically? Does the writing:

- Present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- Generally progress in an order that enhances meaning of text?
- Include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

STYLE

Does the writing sample exhibit good word usage? Does it:

- Include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- Demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

VOICE

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it:

- Generally exhibit an appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- Demonstrate some sense of audience?
- Attempt an original perspective?

ISTEP+ Extended Response Writing Applications Rubric

Grades 6–12

SCORE POINT 2

A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

IDEAS AND CONTENT

Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it:

- Attempt a unifying theme or main idea?
- Stay somewhat focused on topic and task?

Does the writing sample include some relevant ideas? Does it:

- Include some information with only a few details or list ideas without supporting details?
- Explore some facets of the topic?

ORGANIZATION

Is there an attempt to logically organize ideas in the writing sample? Does the writing:

- Have a beginning, a middle, or an end that may be weak or absent?
- Demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)
- Demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)

STYLE

Does the writing sample exhibit ordinary word usage? Does it:

- Contain basic vocabulary with words that are predictable and common?
- Demonstrate some control of vocabulary?

Does the writing sample demonstrate adequate writing technique?

- Is the writing generally fluent?
- Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?
- Is it generally ordinary and predictable?

VOICE

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it:

- Demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?
- Demonstrate little sense of audience?
- Generally lack an original perspective?

ISTEP+ Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

IDEAS AND CONTENT

Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?

- Writing may attempt a main idea or the main idea may be difficult to discern.
- Does the writing sometimes lose focus or ineffectively establish focus?

Does the writing sample include few relevant ideas?

- Does the writing sample include little information and few or no details?
- Writing may explore only one or two facets of the topic.

ORGANIZATION

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

STYLE

Does the writing sample exhibit minimal word usage? Does it:

- Contain limited vocabulary? (Words may be used incorrectly.)
- Demonstrate minimal or less than minimal control of vocabulary?

Does the writing sample demonstrate minimal or less than minimal writing technique?

- Does the writing exhibit some or little fluency?
- Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?
- Is it often repetitive, predictable, or dull?

VOICE

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it:

- Demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- Demonstrate little or no sense of audience?
- Lack an original perspective?

***ISTEP+* Extended Response Writing Applications Overview**

Grades 6–12

Score	Does the writing sample:
4	<ul style="list-style-type: none"> Fully accomplish the task? Include many relevant ideas? Organize ideas logically? Exhibit very good word usage? Demonstrate very good writing technique? Demonstrate effective adjustment of language and tone to task and reader?
3	<ul style="list-style-type: none"> Accomplish the task? Include relevant ideas? Organize ideas logically? Exhibit good word usage? Demonstrate good writing technique? Demonstrate an attempt to adjust language and tone to task and reader?
2	<ul style="list-style-type: none"> Minimally accomplish the task? Include some relevant ideas? Exhibit an attempt to organize ideas logically? Exhibit ordinary word usage? Demonstrate adequate writing technique? Demonstrate an attempt to adjust language and tone to task and reader?
1	<ul style="list-style-type: none"> Only partially accomplish or fail to accomplish the task? Include few relevant ideas? Exhibit a minimal attempt to organize ideas logically? Exhibit minimal word usage? Demonstrate minimal or less than minimal writing technique? Demonstrate language and tone that may be inappropriate to task and reader?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Development Rubric is used for the actual scoring of *ISTEP+* student papers.